

VISIT...

LANZAROTE
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MATERIALS

Rhyme



2–3 minutes

Say the words *shack* and *stack*. Tell the child that the words have the same sound at the end: /ak/. Have the child say the two words. Ask the child to name other words that rhyme with *shack* and *stack* (*snack*, *track*, *whack*, *slack*, etc.). Repeat with the words *sled* and *bed*.

Say the words *shack/stack/stem*. Have the child repeat the words. Tell the child that the word *stem* does not rhyme with *shack* and *stack* because it ends with different sounds: /em/.

Say the following words one group at a time. Have the child repeat the words and tell you which word does not rhyme: *paint/faint/trail*; *batch/latch/church*; *sank/sink/pink*; *champ/lump/damp*; *boot/hoot/book*.

Sound Discrimination: Initial Sounds



5–8 minutes

Say the following sentence slowly, emphasizing the /k/ sound, and ask the child to clap every time he/she hears /k/: *The kangaroo king kicked the cob of corn over the car*. Repeat with this sentence, emphasizing the /d/ sound: *Donald the Doberman dog dashes deftly after delicate, delightful deer*. Have the child try to make up a silly sentence using one of the sounds.

Say the following words: *sponge/space/steam*. Have the child repeat the words and tell you which of the words start with the same sounds. Then repeat the steps with the following words, saying each group one at a time: *sprain/splash/sprawl*; *thread/flag/throat*; *whale/when/other*; *slab/glad/glove*; *clack/blab/black*.

Name each picture with the child: *blanket, block, blimp, bread, bride, broom, brush, chair, cheese, cheetah, chicken, church, sled, sling, slipper, slug*. Mix up the cards and give them to the child. Have the child see how fast he/she can sort the pictures into groups according to their beginning sounds (/bl/, /br/, /ch/, /sl/).

Blending Syllables



2–3 minutes

Say the following word by splitting it into three syllables, pausing between the syllables: *pop...u...lar*. Tell the child that you can blend the three parts of the word together to say the whole word: *popular*. Repeat the syllables and have the child blend them together to say the word: *pop...u...lar/popular*.

Provide the following words one at a time. Say the syllables and have the child blend the syllables together to say the word.

tutor: *fac...tor...y*; **child:** *factory*

tutor: *hon...est...ly*; **child:** *honestly*

tutor: *va...ca...tion*; **child:** *vacation*

tutor: *ham...mer*; **child:** *hammer*

tutor: *crick...et*; **child:** *cricket*

tutor: *kin...der...gar...ten*; **child:** *kindergarten*

Game cards

MATERIALS

Blending Onset and Rime



2–3 minutes

Ask the child to listen as you say two parts of a word and then blend them together: /sm/.../ack/, *smack*. Say the onset and rime again and have the child blend parts together to say the word (**tutor:** /sm/.../ack/; **child:** *smack*).

Say the following words one at a time by splitting them into their onset and rime. Have the child blend them together to say the whole word.

tutor: /sn/.../ā/; **child:** *snail*

tutor: /tr/.../ā/; **child:** *trail*

tutor: /fr/.../ā/; **child:** *frail*

tutor: /sl/.../ōp/; **child:** *slope*

tutor: /c/.../ōp/; **child:** *cope*

tutor: /r/.../ōp/; **child:** *rope*

tutor: /tr/.../oop/; **child:** *troop*

tutor: /sn/.../oop/; **child:** *snoop*

tutor: /dr/.../oop/; **child:** *droop*

Read-aloud
book

Optional Listening Activity

Read the book *Grandpa's Goat* or a book of your choice to the child. Show the child the illustrations and ask him/her to predict what the story might be about. Tell the child to listen for words that start with /g/ and with /gr/ as you read the story. Model fluent reading using appropriate expression. Pause occasionally before turning the page to ask, *What do you think might happen next?*

When you have finished reading the story, involve the child in a brief discussion about the book by asking questions such as these: *Did you like the story? Why or why not? Why did Grandpa get a goat? What happened with the goat?*

